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ABSTRACT

This report summarizes recent actions and decisions by The Alabama College System. Discussed is the Board's recent revision of the mission statement of the College System to emphasize institutional effectiveness. A description is provided of recent institutional consolidations and mergers, and schools that were re-designated as community colleges. Financial data and enrollment trends are displayed. The report advocates a continuous cycle of effective planning, implementation and evaluation to assure quality services and programs, and highlights of each of these three processes are provided. One section of the report describes the institutional effectiveness measures implemented to address the following specific areas of assessment for the system: college preparatory instruction, mandatory placement testing upon admission, and instructional program review. Three levels of program review have been instituted. At Level 1, an annual statistical review is completed, of indices predetermined by the Chancellor; at Level II a qualitative review of each instructional program is conducted during a five-year cycle; at Level III a systemwide review takes place as needed, based on information gathered from Levels I and II. Finally, a list of all the presidents and locations of each of Alabama's public colleges are provided. (VF)

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Chancellor's Annual Report

ED 430 621

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INSTITUTIONAL EFFECTIVENESS

The Chancellor's Vision

"No one has said the pursuit of excellence is easy. Changing, growing, choosing and discarding are hard. The lives of great people remind us that the longest journey is the journey inward and the rewards lie not in the destination, but in the journey itself." This quote, from an unknown author, could have been written for The Alabama College System.

Comparison of Alabama's community, junior and technical colleges of 28 years ago, when the system was first created, to today's institutions reveals a very different college system. Even a comparison involving a much shorter time frame, such as last year to today, reveals a very different college system. System progress has been forged by the leadership of the Alabama State Board of Education and The Alabama College System presidents, who have guided the pursuit of excellence by faculty and staff. This pursuit has been marked by change, growth, choosing and discarding--a journey that has rewarded Alabama with quality two-year college programs that prepare Alabamians for the work force of the present and the future.

Just as the education reform movement in elementary and secondary education seeks to provide quality education to students regardless of where they live, the consolidations and mergers of public two-year colleges have formed the nucleus for reform in The Alabama College System. Alabamians have benefited from the consolidations and mergers through greater access to improved, flexible, nontraditional and expanded programs and services. Alabama taxpayers have benefited through the administrative streamlining of resources and through the emergence of a new breed of collegiate leaders who are putting resources to optimum use.

Fred Gainous, Chancellor

The system has changed in other important ways too, and that is the purpose of this report--to take you on The Alabama College System's journey inward, and through this journey, to discover the ways in which Alabama's public two-year colleges are addressing the most important single issue facing all of education--institutional effectiveness.

INSTITUTIONAL EFFECTIVENESS

As a result of the system's emphasis on institutional effectiveness, there now exists a "quality effect" in The Alabama College System. Total enrollment has grown from 9,487 in 1965 to over 96,000 today. The number of instructional programs has increased to 158. Our technology is being utilized by business and industry through the establishment of centers of technical excellence, and through the colleges' educational and training partnerships with the system's internationally renowned Alabama Industrial Development Training program--a vital component in the successful recruitment of Mercedes Benz to Alabama. Occupational and technical curricula have been upgraded, expanded and improved to more accurately reflect the specialized needs of business and industry.

We are proud of our colleges, proud of our students, proud of their contributions to economic growth and the quality of life in Alabama. In addition, we are especially proud of our focus on institutional effectiveness, which has been the genesis of the success documented in this report.

Last year we focused on letting the journey begin. Now, let us all work to continue the journey.

Mission of The Alabama College System

The mission of The Alabama College System is to provide high-quality educational opportunities and services that are responsive to individual, community and state needs. To accomplish this mission, The Alabama College System shall provide the following:

- *General education and collegiate programs at the freshman and sophomore levels that prepare students for transfer to other colleges and universities.*
- *Technical, vocational and career education that prepares students for immediate employment, retrains existing employees and promotes local and state economic stability and competitiveness.*
- *Business and industry development training that meets employer needs.*
- *An upper-division academic program that provides selected baccalaureate opportunities for students within the postsecondary system.*
- *Developmental education that assists individuals in improving learning skills and overcoming educational deficiencies.*
- *Student services and activities that assist individuals in formulating and achieving their educational goals.*
- *Continuing education and personal enrichment opportunities that support life-long learning and the civic, social and cultural quality of life.*

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The State Board of Education's Leadership

John M. Tyson, Jr.
District 1

Steadman S. Shealy, Jr.
District 2

Governor Jim Folsom
President

Willie J. Paul
District 5

Bettye Fine Collins
District 6

Dan Cleckler
District 3

Ethel H. Hall
District 4

Victor P. Poole
District 7

Taze Shepard
District 8

The emphasis of the Alabama State Board of Education on effectiveness offers the opportunity for public community, junior and technical colleges to gain much deserved recognition for their success in carrying out their stated purposes. The Board's ongoing assessment of the effectiveness of The Alabama College System's 32 institutions begins with periodic revision of the system's mission statement to reflect ever changing priorities in response to student, community and state needs.

The Board's most recent revision of the philosophy, mission and goals of The Alabama College System, adopted in February 1992, identifies six system priorities--accessibility, quality, diversity, economic development, community service and public relations--which have served as guideposts for decision making in The Alabama College System.

Measuring the degree to which Alabama's community, junior and technical colleges are carrying out this mission and enacting change that ensures maximum institutional impact is a primary function of the Board and has been the catalyst for the Board's emphasis on the consolidation and merger of institutions.

Less than a decade ago, The Alabama College System consisted of 43 institutions. That number has been reduced to 32 and is expected to be reduced even more as the Board continues to focus on institutional effectiveness. (See map on page seven for a

complete listing of consolidations and mergers.)

The State Board of Education approves a consolidation or merger after study of the ways in which such action will enhance the quality of and access to postsecondary educational services. Consolidation and merger eliminate unwarranted program duplication, streamline operational costs through optimum use of resources, provide enhanced programs and services to business and industry and promote industrial growth and development in each college's service area.

Consolidation and merger result in upgraded occupational and technical programs focusing on higher order competencies and skill levels; the employment of faculty with higher levels of credentialing; a greater emphasis on teaching competencies associated with increasingly sophisticated technologies; and the development of effective placement and follow-up services. The continuous formation of comprehensive community colleges and the resulting emphasis on accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools have improved the quality of occupational and technical education and have produced a higher level of accountability for the provision and coordination of training programs.

Other significant action taken as a result of the State Board of Education's emphasis on institutional effectiveness includes the adoption of six value statements that reaffirm the Board's commitment to nondiscrimination based on race, creed, gender, color, age, national origin or disability. These value statements emphasize the Board's belief in the inherent value, worth and dignity of all individuals; the Board's desire that all two-year colleges be culturally and ethnically diverse; and the Board's belief that every individual is entitled to fair and equitable employment opportunities. The value statements encourage all qualified individuals to seek employment in the two-year system and direct each college to create a work environment free from anxiety and fear of mistreatment based on cultural, ethnic or social differences. The value statements also emphasize the Board's belief in the Constitution and federal laws regarding equal protection, impartial treatment and fair and equal employment practices.

The Board's approval on October 11, 1993, of a proposed partial consent decree in a case alleging racial discrimination in employment in The Alabama College System takes the Board's commitment to these value statements and to institutional effectiveness a step further by comprehensively addressing the Board's position on nondiscriminatory employment practices in the two-year colleges. The proposed decree provides that no employee or applicant for employment or promotion will be discriminated against on the basis of his or her race or color, and that all persons participating in selection procedures for professional employees must take every action necessary to foster the equal and effective participation of blacks in the personnel decision making process. A series of specific goals relating to the appointment of persons in the two-year system sets timelines for making a good faith effort to attain the goals, which are designed to enhance the diversity of employees in The Alabama College System.

INSTITUTIONAL EFFECTIVENESS

Consolidations/Mergers/Redesignations

CONSOLIDATIONS

1. **Alabama Southern Community College**
   HS--Hobson State Technical College
   PH--Patrick Henry State Junior College

2. **Bishop State Community College**
   BS--Bishop State Junior College
   CA--Carver State Technical College
   SW--Southwest State Technical College

3. **Central Alabama Community College**
   AX--Alexander City State Junior College
   NU--Nunnelley State Technical College

4. **Jefferson Davis Community College**
   AT--Atmore State Technical College
   JD--Jefferson Davis State Junior College

5. **Gadsden State Community College**
   GD--Gadsden State Junior College
   GI--Gadsden State Technical College
   AT--Alabama Technical College

MERGERS

6. **Bevill State Community College**
   BR--Brewer State Junior College
   NH--Northwest Alabama Community College (Hamilton Campus)
   WA--Walker State Technical College

7. **Shelton State Community College**
   FR--Fredd State Technical College

8. **Shoals Community College**
   MS--Muscle Shoals State Technical College
   NP--Northwest Alabama Community College (Phil Campbell Campus)

9. **Southern Union State Community College**
   OP--Opelika State Technical College
   SU--Southern Union State Junior College

REDESIGNATIONS AS COMMUNITY COLLEGES

10. **Faulkner State Junior College**
11. **Ingram State Technical College**
12. **Jefferson State Junior College**
13. **Northeast Alabama State Junior College**
14. **Snead State Junior College**

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INSTITUTIONAL EFFECTIVENESS

Planning, Implementation and Evaluation

Institutions have an obligation to all constituents to evaluate effectiveness and to use the results in a broad-based and continuous planning and evaluation process. The Alabama College System assures students of quality in programs and services by employing a continuing cycle of effective planning, evaluation and improvement.

Planning and Implementation

Institutional management planning initiated in 1989 is the foundation of The Alabama College System's strategic planning, evaluation and assessment process for institutional effectiveness. Each college's plan is aligned with the criteria for effectiveness of the Southern Association of Colleges and Schools. These criteria address literally every aspect of the college's programs, services and operations. In addition to evaluation of college goals and objectives as the result of the formal assessment program, the individual institutional management plans are submitted to the Chancellor annually for comprehensive evaluation and review. The Chancellor's emphasis on institutional management planning has established a solid vehicle for determining each college's current status and future needs in order to achieve even higher levels of institutional effectiveness.

In The Alabama College System's first year of planning for implementation of national measures and standards for program effectiveness in compliance with federal mandates, pretesting and posttesting, occupational skill competencies and job readiness competencies were integrated into the system's vocational and occupational programs.

All two-year institutions are participating in one or more discipline development consortiums for Tech-Prep programs. As a result, the colleges have formed partnerships with secondary institutions in their service areas in order to integrate academic and vocational skills into 2+2 sequential courses that will ensure student employability for the job market in the new global economy.

Now, eight colleges are developing a model student retention process for the system to be implemented in all the colleges by 1995. A systemwide student placement and follow-up process in all programs will be used to help determine program effectiveness.

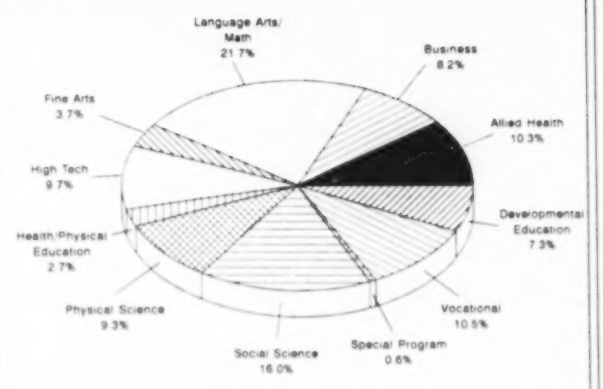
A model counseling program, two years in the development, came to fruition in October 1993. The model counseling program contains seven basic components ranging from academic advising to special needs services which will assure institutional effectiveness in the student services area. The model was successfully piloted in six system

colleges, and at the direction of the Chancellor, this program will be implemented systemwide by fall 1994.

Student success rates, as measured by the cohort analysis outlined by the Student Right to Know and Campus Crime Act, have been monitored by system colleges and will be available to interested prospective students and their parents. Institutional effectiveness as measured by student success rates is very important to educational consumers. This will be the first year of implementation for this effectiveness measure, but succeeding years will make available important trend data demonstrating this aspect of institutional effectiveness over time.

The Alabama College System is actively involved in the national School-to-Work Opportunities Initiative and has undertaken a planning grant, with the cooperation of several other agencies, to develop a statewide School-to-Work Opportunities program. Recognizing that the majority of jobs in the future will require some degree of postsecondary education, the School-to-Work Opportunities program will create an articulated secondary-postsecondary contextual learning program which will integrate both work-site learning and school-site learning. This effort will involve employers and labor in developing work-site learning opportunities to be incorporated into occupational and technical programs. This effort will ensure the inclusion of the most current workplace competencies and skills in the curricula of occupational and technical programs and will develop a mentoring relationship between experienced workers and employers with students who will become future employees of Alabama's businesses and industries. This effort will improve the ability of system colleges to ensure higher quality occupational and technical programs and more highly qualified workers to help Alabama remain competitive in the global economy.

Alabama Community, Junior and Technical Colleges Credit Hours Produced by Curriculum Area 1992-93



Source: Alabama College System Data

Planning for programmatic expansion and improvement in specialized fields of technology has resulted in the establishment of five centers of technical excellence. The Bevill Center for Advanced Manufacturing Technology, the state's premiere facility, was

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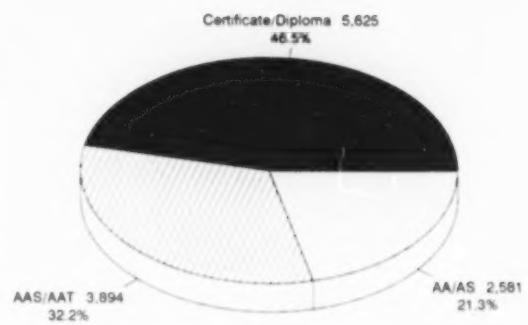
established in 1987 as a joint venture of the city of Gadsden, Gadsden State Community College, the University of Alabama and the Tennessee Valley Authority. It is the operative example of the network's mission to prepare students for technical proficiency in today's labor market, to upgrade skills of the current work force, to improve and expand research and development, to provide vision and leadership, to improve Alabama's global competitiveness and economic stability, to provide support for the commercialization of new ideas and technologies and to assist in the deployment and use of technology. Other partners contributing to formation of the network are the Alabama Economic Development Partnership, Alabama Industrial Development Training Institute, Auburn University and civic leaders across the state.

Alabama Community, Junior and Technical Colleges Awards Conferred 1992-93



Source: 1992-93 IPEDS Completions Reports

This cooperative effort between the state's research universities and the two-year colleges will provide world-class employment training and will provide the transfer of technology to yield more jobs in the state's high-tech businesses. In addition to the Bevill Center and the AIDTraining centers in Huntsville, Mobile and Montgomery, the centers of technical excellence network will include advanced electronics technology at Sparks State Technical College in Eufaula, telecommunications at Jefferson Davis Community College in Brewton, environmental science at Shoals Community College in Muscle Shoals, and biotechnology at Jefferson State Community College in Birmingham. Completion of the network is expected to take four years.

The centers of technical excellence are being established to address Alabama's critical need for more highly-skilled workers. To further meet this need, Alabama's two-year colleges are revamping their technical curricula to reflect more accurately the specialized needs of business and industry, placing emphasis on academic skills in technical education and substantially expanding workplace literacy programs.

Improving the skills of present and future

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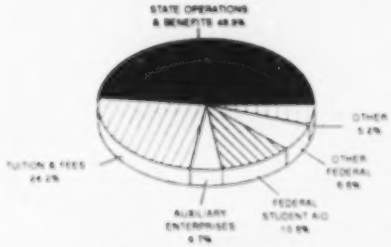
workers is also the aim of an innovative grant program sponsored by the Economic Development Partnership of Alabama and the Alabama Power Foundation. Over the past two years, over $700,000 has been awarded to The Alabama College System institutions to fund programs that increase worker literacy and improve the colleges' abilities to meet the training and retraining needs of local industries.

Federal funding also has assisted the two-year colleges in meeting Alabama's educational and training needs. Under the Chancellor's leadership, The Alabama College System secured $6.8 million from federal vocational funds in 1992-93, which was used to provide 30 single parent/displaced homemaker programs, 19 nontraditional programs, 11 programs serving high risk students, seven correctional education programs and 29 programs serving special populations.

These initiatives are complemented by The Alabama College System's work force productivity model, which provides for the recruitment of vocational and occupational-oriented students, student assessment, personal and career counseling, basic skills education, job placement and student follow-up. The work force productivity model helps ensure quality technical education programs that guarantee student success.

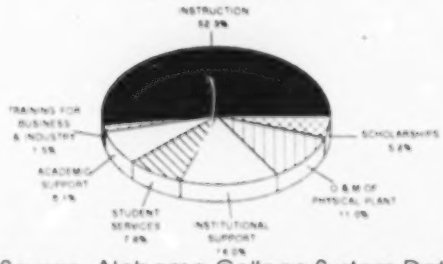
Alabama Community, Junior and Technical Colleges 1992-93 Current Fund Budget

Revenue

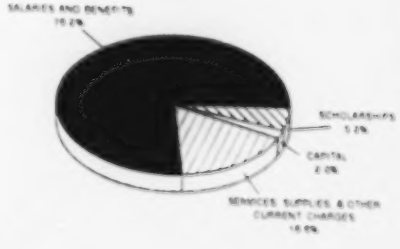


Expenditures

by Function



by Object



Source: Alabama College System Data

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INSTITUTIONAL EFFECTIVENESS

Evaluation

Institutional effectiveness often is defined as accountability for results. The objective is quality. The institutional effectiveness process assesses quality in terms of student learning outcomes and addresses the college's impact on the students and communities served.

The number of credit and noncredit students who enroll annually in the system's 32 public two-year colleges has grown 10 percent over the last two years and almost 900 percent since the system was created in 1965. The Alabama College System is the largest system of higher education in Alabama, larger than the University of Alabama and Auburn University systems combined.

Of the 86,326 freshmen who enrolled in two-year and four-year public colleges and universities in 1992-93, 66 percent chose a two-year college. Sixty-five percent of all freshmen and sophomores who enrolled that year chose a two-year college. Forty-eight percent of all undergraduate students who enrolled in public higher education chose a two-year college.

Since the inception of USA Today's and the American Association of Community Colleges' All-USA Academic Team, The Alabama College System students have regularly appeared on this list of the top two-year college students in the nation. This year, Cynthia Holden of Calhoun State Community College was named to the academic first team, Jeffrey Noles of Southern Union State Community College was selected for

Cynthia Faye Holden, a Calhoun State Community College student, was selected in April 1993, to the Academic All-American First Team for Community, Technical and Junior College students, sponsored by Phi Theta Kappa and USA Today.

Patsy Rose was named Distinguished Phi Theta Kappa Chapter President for 1993. She also received honorable mention for the Academic All-American Team for Community, Technical and Junior Colleges.

Belva Lynn, a Wallace State Community College/ Hanceville clerical technology major and Missile Command co-op student trainee, was chosen as the Alabama College Cooperative Education and Placement Association's Junior College Student of the Year for 1993.

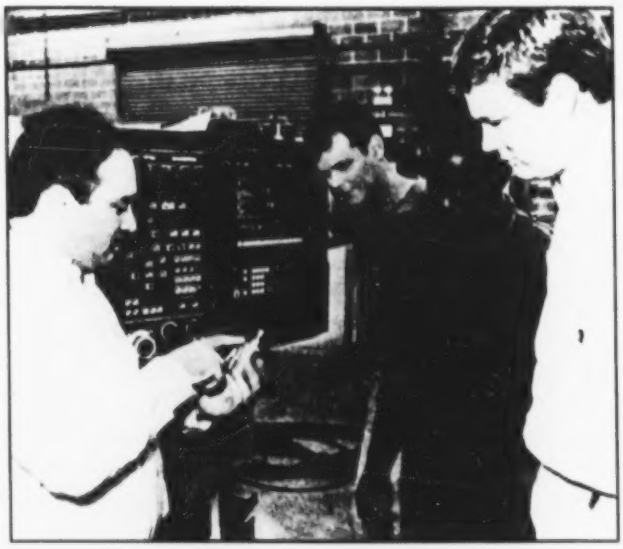
GiGi Byrd, a barbering/cosmetology student at Bevill State Community College/ Hamilton Campus, placed second in the nation in the Vocational Industrial Clubs of America (VICA) competition held in June 1993.

the second team and Patsy Rose of Jefferson State Community College received honorable mention.

Alabama's two-year colleges have a proven record of success in preparing students for university transfer. These students do as well as or better upon transferring to the university than the native university students. In addition, occupational and technical program graduates are prepared to enter the work force. And, in the process of these educational pursuits, two-year college graduates are annually recognized statewide and nationally for academic and technical excellence.

In the National Vocational Clubs of America's U.S. Skills Olympics, GiGi Byrd of Bevill State Community College/Hamilton Campus was recognized in the prepared speech category, Cecelia Cattelier of Wallace State Community College in Selma was honored in practical nursing and Kristie Kindred of Trenholm State Technical College captured a nurse assisting award.

In addition, Belva Lynn of Wallace State Community College in Hanceville was selected as Co-op Student of the Year by the Alabama College Co-op and Placement Association. Grades, academic achievements and contributions to the co-op employer were among the criteria for selection for this honor.



The Alabama College System's training for business and industry programs are a vital component in the recruitment and expansion of business and industry in Alabama.

Also, for the third consecutive year, Alabama received the Phi Theta Kappa Most Distinguished Region Award and an unprecedented number of PTK chapter and individual awards. The PTK Hallmark Awards competition annually recognizes leadership, service and academic excellence in the nation's 1,200 two-year colleges.

In the area of community service and economic development, The Alabama College System annually serves 200 companies through training for business and industry programs and conducts over 800 customized training programs serving approximately 13,000 students and employees. These programs, now offered in partnership with the system's Alabama Industrial Development

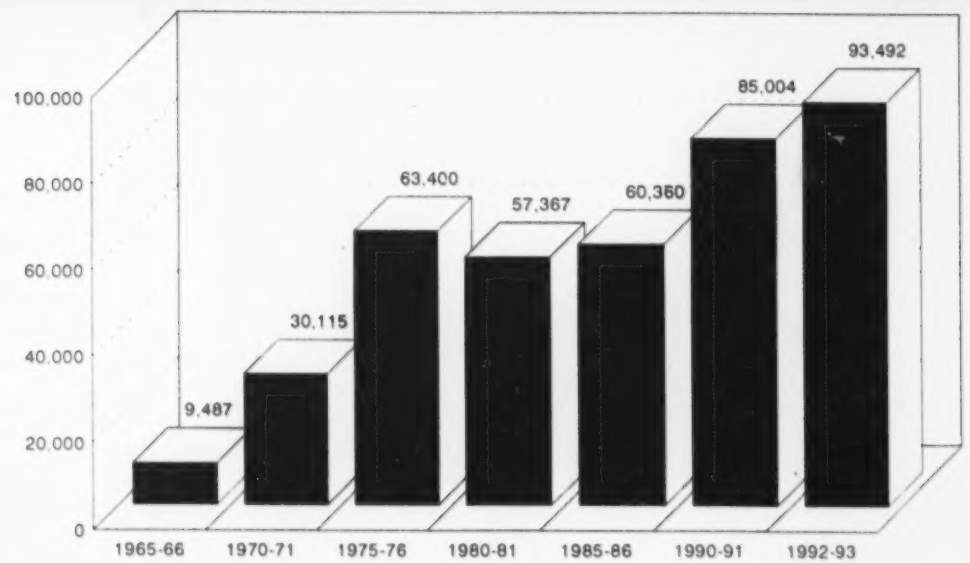
INSTITUTIONAL EFFECTIVENESS

Training program, provide training and retraining to local business and industry and are a critical component in the recruitment and expansion of business and industry in Alabama. Since 1971, AIDTraining has provided customized training to a total of 800 companies and 115,000 trainees. This has led to a 71 percent average increase in wages for thousands of Alabama citizens, more than $1 billion in company expansions, and 7,500 new jobs created after successful start-ups.

In addition, Alabama's community, junior and technical colleges contribute directly to the quality of life in their communities through an array of self-supporting programs and services. Over 22,000 Alabamians annually take advantage of community service, continuing education courses and cultural enrichment programs offered by each of our colleges. All college facilities, including wellness centers, auditoriums, gymnasiums, libraries and classrooms belong to the people of each community and are available for community use.

The Alabama College System is a success because our students are successful. We are the people's colleges...the youngest segment of higher education in Alabama with a record of having served over one-fourth of Alabama's population in less than three decades.

Alabama Community, Junior and Technical Colleges Fall Term Enrollment Trends 1965-1992



Includes Credit and Noncredit Student Headcount Enrollment
Source: Alabama College System Data

INSTITUTIONAL EFFECTIVENESS

Assessment

A focus upon the assessment of institutional effectiveness has many benefits. First and foremost, it helps students succeed and achieve their educational goals. It allows us to assure the public and decision-makers that we are as conscious of the need for quality in postsecondary education as we are of the need for access to postsecondary education. It allows us to demonstrate that open access and high standards are not mutually exclusive.

It helps to demonstrate the unique and distinctive mission of two-year colleges. The focus upon assessment of institutional effectiveness at the institutional level serves as a catalyst for institutional renewal and rededication to student success. To these ends, the Chancellor directed an effort to implement a system of assessment of institutional effectiveness. With the help of the President's Policy Committee, seven institutional effectiveness measures were identified for the system and were approved by the Alabama State Board of Education in November 1993.

The Alabama College System's institutional effectiveness measures address the following specific areas of assessment:

- **College Preparatory Instruction**--College preparatory instruction shall be mandatory for students who score below the standard placement scores established by the college and approved by the Chancellor. A student may enroll in college-level courses while enrolled in college preparatory courses so long as the discipline is different from the discipline in which the student scores below the standard placement score, except as modified herein.

  College Preparatory Courses--Colleges shall designate college preparatory courses in language arts and mathematics. The courses do not meet requirements for graduation or degree, certificate or diploma completion.

  Definition of College Preparatory Instruction--College preparatory instruction is designed to remediate prior deficiencies in the knowledge and skills necessary for a student to progress satisfactorily through a college-level program or course of instruction. Credit earned for college preparatory does not satisfy requirements for graduation or degree, certificate or diploma completion.

- **Mandatory Placement Testing Upon Admission**--Each college in The Alabama College System shall require students to take a placement examination upon admission to the college and prior to enrollment in an associate degree or college-

level certificate or diploma program and/or course. Each student enrolling in a college-level course in mathematics or language arts must take the prescribed placement examination. Language arts is defined as English, reading and composition.

Examinations--The State Board of Education will adopt and revise the placement examination(s) upon the recommendation of the Chancellor.

Exemptions--Students scoring at the appropriate level on the SAT verbal, math and English examinations and at the appropriate levels on the ACT math and English examinations, who enroll in system colleges within two years of high school graduation, are exempt from the placement test requirement. Other exemptions may be granted upon the recommendation of the Chancellor and approval of the State Board of Education.

Placement Counseling--Each college is required to provide any student who scores below the standard placement scores established by the college and approved by the Chancellor, a written assessment, an individualized education plan and appropriate guidance and counseling.

Information to Public School Superintendents--Each college is required to provide the public school superintendents of the school districts in its service area with aggregate examination results for the graduates of the school districts in order to improve articulation between high schools and the two-year colleges.

- **Instructional Program Review**--The programs of each college shall undergo program review. Each major program shall be reviewed at least once every five years or more often if deemed appropriate.

Levels of Instructional Program Review

Level I: A statistical review of predetermined indices as defined by the Chancellor shall be completed by the Department of Postsecondary Education and distributed to the colleges on an annual basis.

Level II: A qualitative review of each instructional program shall be conducted by each college during a five-year cycle. Individual instructional program reviews may be required more frequently if warranted. The Chancellor shall provide each college with minimum standards for review.

Level III: A systemwide review of a specific instructional program or programs shall be initiated by the Chancellor predicated upon the findings of instructional program reviews at Levels I and II.

- **Faculty/Staff Evaluation**--Each president shall develop and implement an evaluation system whereby each instructor and staff member is evaluated at least annually by a supervisor with appropriate education and experience. Individual written records shall be maintained.

- **Institutional Management Plans**--Each college of the college system shall develop a three-year institutional management plan.

  Plan Components--Institutional management plans shall address new program development; accreditation; instructional program review; inactive programs; instructional equipment; library equipment; student services; public relations; economic development; management information; personnel; acquisition, construction and modification projects; deferred maintenance; noninstructional equipment; finance; administration: exemplary programs; and outcomes assessment/institutional effectiveness.

  Plan Evaluation--The Chancellor shall report to each college a summary evaluation of each college's plan.

- **Placement and Follow-up**--Each college is required to provide placement services to help graduates and early leavers find employment and/or enroll for further education. Follow-up evaluations of graduates' performances shall help determine instructional improvement needs.

  Placement and Follow-up Reporting--Each college shall be required to submit placement and follow-up data on an annual basis as determined by the Chancellor.

- **General Education Core**--The Chancellor shall define and establish a core of general education courses for each formal award authorized by the State Board of Education. The courses of the core may be used to complete degree and graduation requirements.

These institutional effectiveness measures, which focus on continuous quality improvement through total quality management, will ensure an educated work force prepared to measure up to world class standards defined by a global economy. The Alabama College System's institutional effectiveness standards are based on one common objective--student success. Institutional effectiveness driven by continuous quality improvement is not just a way of management--it is The Alabama College System.

The Alabama College System Presidents and Locations

Community Colleges
Junior Colleges
Technical Colleges
Statewide Mobile Industrial Training
Senior College

COMMUNITY COLLEGES

1. **Alabama Southern Community College**
Dr. John A. Johnson, President
Post Office Box 2000
Monroeville, Alabama 36461
Telephone: (205) 575-3156
FAX: (205) 575-3158

Hobson Campus
Telephone: (205) 636-9642

2. **Bevill State Community College**
Dr. Harold Wade, President
Post Office Box 800
Sumiton, Alabama 35148
Telephone: (205) 648-3271
FAX: (205) 648-3311

Brewer Campus
Telephone: (205) 932-3221

Hamilton Campus
Telephone: (205) 993-5331
or 1-800-645-8967

3. **Bishop State Community College**
Dr. Yvonne Kennedy, President
351 North Broad Street
Mobile, Alabama 36690
Telephone: (205) 690-6416
FAX: (205) 438-9523

Carver Campus
Telephone: (205) 473-8692

Southwest Campus
Telephone: (205) 479-7476

4. **Calhoun State Community College**
Dr. Richard Carpenter, President
Post Office Box 2216
Decatur, Alabama 35609-2216
Telephone: (205) 306-2500
FAX: (205) 350-1379

5. **Central Alabama Community College**
Dr. James H. Cornell, President
Post Office Box 699
Alexander City, Alabama 35010
Telephone: (205) 234-6346
FAX (205) 234-0384

Nunnelley Campus
Telephone: (205) 378-5576

6. **Chattahoochee Valley Community College**
Dr. Richard Federinko, President
2602 College Drive
Phenix City, Alabama 36869
Telephone: (205) 291-4900
FAX: (205) 291-4980

7. **Jefferson Davis Community College**
Dr. Sandra K. McLeod, President
220 Alco Drive
Brewton, Alabama 36426
Telephone: (205) 867-4832
FAX: (205) 867-7399

Atmore Campus
Telephone: (205) 368-8118

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8. **Faulkner State Community College**
Dr. Gary Branch, President
1900 U.S. Highway 31, South
Bay Minette, Alabama
36507
Telephone: (205) 937-9581
FAX: (205) 937-3404

9. **Gadsden State Community College**
Dr. Victor Ficker, President
Post Office Box 227
Gadsden, Alabama
35902-0227
Telephone: (205) 549-8200
FAX: (205) 549-8444

East Broad Campus
Telephone: (205) 549-8200

Valley Street Campus
Telephone: (205) 549-8200

10. **Ingram State Community College**
Dr. Murry Gregg, President
Post Office Box 209
Deatsville, Alabama 36022
Telephone: (205) 285-5177
FAX: (205) 285-5328

11. **Jefferson State Community College**
Dr. Judy Merritt, President
2601 Carson Road
Birmingham, Alabama
35215-3098
Telephone: (205) 853-1200
FAX: (205) 853-0340

12. **Lawson State Community College**
Dr. Perry Ward, President
3060 Wilson Road, Southwest
Birmingham, Alabama 35221
Telephone: (205) 925-2515
FAX: (205) 929-6316

13. **Northeast Alabama State Community College**
Dr. Charles Pendley, President
Post Office Box 159
Rainsville, Alabama 35986
Telephone: (205) 638-4418
FAX: (205) 228-6558

14. **Shelton State Community College**
Dr. Thomas Umphrey, President
202 Skyland Boulevard
Tuscaloosa, Alabama 35405
Telephone: (205) 759-1541
FAX: (205) 759-2495

Fifteenth Street Campus
Telephone: (205) 391-2459

Fredd Campus
Telephone: (205) 758-3361

15. **Shoals Community College**
Dr. Larry McCoy, President
Post Office Box 2545
Muscle Shoals, Alabama
35662
Telephone: (205) 381-2813
FAX: (205) 381-2813
ext. 222, 269, or 341

Northwest Campus
Telephone: (205) 993-5331
or 1-800-645-8967

South Campus
Telephone:(205)381-2813ext 341

16. **Snead State Community College**
Dr. William Osborn, President
Post Office Drawer D
Boaz, Alabama 35957
Telephone: (205) 593-5120
FAX: (205) 593-7180

17. **Southern Union State Community College**
Dr. Roy Johnson, Interim President
Post Office Box 1000
Wadley, Alabama 36276
Telephone: (205) 395-2211
FAX: (205) 395-2215

Opelika Campus
Telephone: (205) 745-6437

Valley Campus
Telephone: (205) 756-4151

18. **Wallace State Community College/Dothan**
Dr. Larry Beaty, President
Route 6, Box 62
Dothan, Alabama 36303
Telephone: (205) 983-3521
FAX: (205) 983-4255

19. **Wallace State Community College/Hanceville**
Dr. James Bailey, President
801 Main Street, Northwest
Hanceville, Alabama
35077-9080
Telephone: (205) 352-6403

20. **Wallace State Community College/Selma**
Dr. Julius Brown, President
Post Office Drawer 1049
Selma, Alabama
36702-1049
Telephone: (205) 875-2634
FAX: (205) 874-7116

JUNIOR COLLEGES

21. **Enterprise State Junior College**
Dr. Joseph Talmadge, President
Post Office Box 1300
Enterprise, Alabama 36331
Telephone: (205) 347-1157
FAX: (205) 347-2623 ext. 306

22. **Lurleen B. Wallace State Junior College**
Dr. Seth Hammett, President
Post Office Drawer 1418
Andalusia, Alabama
36420
Telephone: (205) 222-6591
FAX: (205) 222-6567

TECHNICAL COLLEGES

23. **Alabama Aviation and Technical College**
Dr. Shirley H. Woodie, President
Post Office Box 1209
Ozark, Alabama 36361-1209
Telephone: (205) 774-5113
or 1-800-624-3468
FAX: (205) 774-5113 ext. 256

24. **Ayers State Technical College**
Mr. Pierce Cain, President
Post Office Box 1647
Anniston, Alabama
36202-1647
Telephone: (205) 835-5400

25. **Bessemer State Technical College**
Dr. W. Michael Bailey, President
Post Office Box 308
Bessemer, Alabama 35021
Telephone: (205) 428-6391
FAX: (205) 426-8915

26. **Drake State Technical College**
Dr. Johnny L. Harris, President
3421 Meridian Street, North
Huntsville, Alabama 35811
Telephone: (205) 539-8161
FAX: (205) 539-6439

27. **MacArthur State Technical College**
Dr. Raymond V. Chisum, President
Post Office Box 649
Opp, Alabama 36467
Telephone: (205) 493-6631
or (205) 493-3573
FAX: (205) 493-7003

28. **Patterson State Technical College**
Mr. J. Larry Taunton, President
3920 Troy Highway
Montgomery, Alabama
36116-2699
Telephone: (205) 288-1080
FAX: (205) 284-9357

29. **Reid State Technical College**
Dr. Ullysses McBride, President
Post Office Box 588
Evergreen, Alabama
36401
Telephone: (205) 578-1313
FAX: (205) 578-5355

30. **Sparks State Technical College**
Dr. Linda Young, President
Post Office Drawer 580
Eufaula, Alabama
36072-0580
Telephone: (205) 687-3543
FAX: (205) 687-0255

31. **Trenholm State Technical College**
Dr. Thad McClammy, President
Post Office Box 9000
Montgomery, Alabama
36108
Telephone: (205) 832-9000
FAX: (205) 832-9777

STATEWIDE MOBILE INDUSTRIAL TRAINING

32. **Alabama Industrial Development Training Institute**
Mr. Edwin Castile, Director
One Technology Court
Montgomery, Alabama
36116-3200
Telephone: (205) 242-4158
FAX: (205) 288-7437

SENIOR COLLEGE

33. **Athens State College**
Dr. Jerry Bartlett, President
300 North Beaty Street
Athens, Alabama 35611
Telephone: (205) 233-8200
FAX: (205) 233-8164

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